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ABSTRACT

Since 1969, the National Assessment of Educational Progress (NAEP) has worked to provide reliable information on the academic performance of U.S. students in various subjects. This document is the most comprehensive listing of government-funded NAEP publications. By cataloguing this collection, the directory provides something of a history of the NAEP. Publications are organized by publication year and grouped into the following categories: (1) national reports; (2) state reports; (3) abbreviated documents; (4) technical reports; (5) focused reports and special studies; (6) conference proceedings and commissioned papers; (7) NAEP evaluation studies and grant publications; and (8) subject area objectives, frameworks, and achievement levels. Each publication category is preceded by descriptions of content, purposes, and intended audiences. (SLD)

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National Center For Education Statistics

Directory of NAEP Publications



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What Is The Nation's Report Card?

THE NATION'S REPORT CARD, the National Assessment of Educational Progress (NAEP), is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement is collected under this program. NAEP guarantees the privacy of individual students and their families.

NAEP is a congressionally mandated project of the National Center for Education Statistics, the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. NAEP reports directly to the Commissioner, who is also responsible for providing continuing reviews, including validation studies and solicitation of public comment, on NAEP's conduct and usefulness.

In 1988, Congress established the National Assessment Governing Board (NAGB) to formulate policy guidelines for NAEP. The Board is responsible for selecting the subject areas to be assessed from among those included in the National Education Goals; for setting appropriate student performance levels; for developing assessment objectives and test specifications through a national consensus approach; for designing the assessment methodology; for developing guidelines for reporting and disseminating NAEP results; for developing standards and procedures for interstate, regional, and national comparisons; for determining the appropriateness of test items and ensuring they are free from bias; and for taking actions to improve the form and use of the National Assessment.

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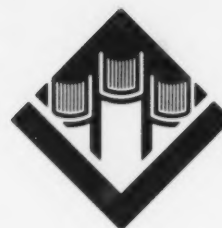
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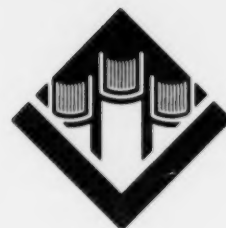


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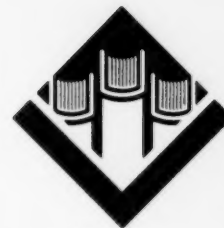
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Preface

Since its inception in 1969, the goal of the National Assessment of Educational Progress (NAEP) has been to provide reliable information on the academic performance of American students in various subjects. To meet this objective, NAEP has produced hundreds of reports that not only provide data regarding student capabilities, but also increase the understanding of the philosophical approach, procedure, analysis, psychometric underpinnings, and instructional implications of the large-scale assessments. By documenting the changes in student performance, we can help those involved in education issues make sound decisions about such topics as the modification of curricula and the strengthening of teaching methods, as well as strive for an educational system that is always inclusive and continually improving.

The *Directory of NAEP Publications* is the most comprehensive listing of government-funded NAEP publications dating as far back as the project's inception. By cataloging this extensive collection, the *Directory* is something of a history of NAEP and proof of its evolving character. Over the years, the assessment instruments used for NAEP and the content frameworks have changed in composition. This flexibility, in accordance with the development of educational reform and psychometric advancements behind NAEP, is mirrored in its publications. The *Directory* also reflects the tremendous contribution those concerned about America's education have made over the years. From the individual students, parents, teachers, and principals who have kindly made our assessments possible by allowing us into their schools, to the state representatives who have given their time to inform us on how we can create reports that are more useful, to the numerous contractors, policymakers, researchers, and support staff who have devoted themselves to refining our methods and approaches and to working toward turning out the finest products possible, we wish to extend our gratitude for helping NAEP become the valuable informational source it is today. It is hoped that this publication will prove useful to members of the educational community.



Introduction

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. It is a congressionally mandated project implemented by the National Center for Education Statistics (NCES), U.S. Department of Education. Since 1988 the National Assessment Governing Board (NAGB) has been charged with formulating the project's policy guidelines. NAEP has been conducted periodically since 1969 in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policy-makers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education.

The NAEP design has a number of dimensions. Representative samples of students from across the nation are chosen to participate either in an assessment based on recently developed frameworks and items (*main NAEP*) or in the *long-term trend* NAEP assessments. National main and national long-term trend samples have assessed various subject areas on an annual basis from 1969 to 1980 and on a biennial basis since 1980. These components evaluate students at grades 4, 8, and 12 or at ages 9, 13, and 17. In 1990 NAEP added *state* assessment to its agenda to address the needs of state-level policymakers for reliable data concerning student achievement.

Over the past 28 years, NAEP has accumulated an enormous wealth of information on the nation's students. The *Directory of NAEP Publications* is a compilation of published works on NAEP sponsored by NCES. NAEP data have been utilized and referenced in numerous publications and research studies. However, secondary sources of NAEP materials that are not directly sponsored or cosponsored by NCES are not included in the *Directory of NAEP Publications*. The *Directory* is a thorough catalog of NAEP's many compendia, reports, brochures, and other informational documents. The publications are organized by publication year and fall into eight main categories: national reports; state reports; abbreviated documents; technical reports; focused reports and special studies; conference proceedings and commissioned papers; NAEP

evaluation studies and grant publications; and subject area objectives, frameworks, and achievement levels. Each publication category is preceded by descriptions of content, purposes, and intended audiences. Reports can be obtained in a variety of ways, and sources on how to obtain the publication follow each entry. The compilation of published works on NAEP found within the *Directory of NAEP Publications* reflects the extensive amount of resources available on student achievement and related NAEP issues. The ultimate goal is both to present a history of NAEP through a catalog of documents and to provide a helpful tool for those who are interested in education assessment data.



How To Locate Publications Listed in the *Directory*

The publications listed in this *Directory* were obtained from the following sources: the Government Printing Office (GPO), Educational Testing Service (ETS), Library of Congress, National Center for Education Statistics (NCES), and the National Library of Education. As a result, the publications can be obtained in several ways. The majority of the publications are available through the Educational Resources and Information Clearinghouse (ERIC) database. Publications not accessible through ERIC can generally be obtained from other sources as indicated for each entry. Note the source indicated for a particular entry to determine the best procedure for locating/obtaining the publication.

To simplify the document retrieval process, entries listed in the *Directory* will have an ERIC number whenever possible. The ERIC number corresponds with the publication's document number as catalogued in the ERIC database. This number is necessary to locate publications in microfiche format within the ERIC catalogue. Publications that can be obtained through GPO include the GPO stock number, which is essential for ordering materials from GPO. More recent publications are available through the NCES Web site as described below.

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Documents Available Through ERIC

The ERIC database provides the most exhaustive listing of publications in the education field. Entries listed with an ERIC number can be retrieved by completing a search of the ERIC database. Most public and university libraries are equipped with computer terminals that can search the ERIC system. Using the ERIC number, most publications can be retrieved in microfiche form at the library. However, the availability of these publications at a particular library depends on the extent of each library's ERIC collection.

Documents in the ERIC database can also be retrieved electronically through the ERIC Web site address at <http://www.aspensys.com/eric>. The ERIC Web page provides

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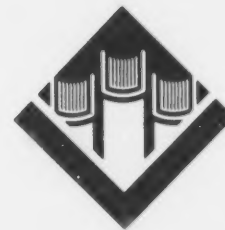
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Documents Available Through the NCES Web Site

A limited number of recently produced documents are available electronically through the NCES Web site at <http://nces.ed.gov>. Related sites, such as the National Assessment Governing Board (NAGB) Web site, can be used to retrieve NAGB-sponsored publications such as the NAEP *Subject Objectives and Frameworks*. NAGB's Web site address is <http://www.nagb.org>.

Documents Available Through Ed Pubs

The U.S. Department of Education provides a toll-free telephone service for publications prepared within the Department. NAEP publications may be obtained by calling 1-877-4ED-PUBS (1-877-433-7827) or TTY: 1-877-576-7734.



National Reports

NAEP conducts both national and state assessments of student achievement. NAEP conducts two types of national assessments: the main assessment and the long-term trend assessment. Main assessments are conducted at grades 4, 8, and 12; follow the curriculum frameworks constructed by the National Assessment Governing Board (NAGB); and use the latest conventions in assessment methodology. The assessment instruments are flexible so they can adapt to curricula changes. Conducted since 1969, the long-term trend assessment's goal is to measure change over time of performance in mathematics, science, reading, and writing. Its assessment instruments are identical from year to year.

NAEP report cards, which report main assessment data, address the needs of national and state policymakers and present the results for selected demographic subgroups defined by variables such as gender, race or ethnicity, and parents' highest level of education. Report cards present main findings and are typically the first reports to be released after data analysis. Trend reports describe patterns and changes in student achievement as measured through the long-term trend assessments for selected demographic subgroups such as those found in the report cards. This section includes the primary reports containing main and long-term trend results for the national assessment.

Report Cards

- 1998 *Learning About Our World and Our Past: Using the Tools and Resources of Geography and U.S. History*. Hawkins, Evelyn, et al. National Center for Education Statistics, Washington, DC. <http://nces.ed.gov/naep>.
- 1997 *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress*. Persky, Hilary R., et al. National Center for Education Statistics, Washington, DC. <http://nces.ed.gov/naep>.
- NAEP 1996 Mathematics Report Card for the Nation and the States*. Reese, Clyde M., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00984-6). <http://nces.ed.gov/naep>.

NAEP 1996 Science Report Card for the Nation and the States. O'Sullivan, Christine Y., et al. National Center for Education Statistics, Washington, DC. <http://nces.ed.gov/naep>.

- 1996 *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress and Trial State Assessment.* Persky, Hilary R., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00872-6) \$10. <http://nces.ed.gov/naep>.

NAEP 1994 Reading Report Card for the Nation and the States: Findings From the National Assessment of Educational Progress and Trial State Assessment. Campbell, Jay R., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00845-9) \$13. ERIC # ED388962. <http://nces.ed.gov/naep>.

NAEP 1994 U.S. History Report Card: Findings From the National Assessment of Educational Progress and Trial State Assessment. Beatty, Alexandra S., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00865-3) \$10. <http://nces.ed.gov/naep>.

- 1994 *America's Mathematics Problem: Raising Student Achievement. A Synthesis of Findings From NAEP's 1992 Mathematics Assessment.* Mullis, Ina V. S., Ed. National Center for Education Statistics, Washington, DC. Educational Testing Service, Princeton, NJ 08541-6710. GPO (065-000-00707-0) \$2.75. ERIC # ED377058.

NAEP 1992 Writing Report Card. Applebee, Arthur N., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00654-5) \$14. ERIC # ED370119.

- 1993 *NAEP 1992 Mathematics Report Card for the Nation and the States: Data From the National and Trial State Assessments.* Mullis, Ina V. S., et al. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. ERIC # ED360190.

NAEP 1992 Reading Report Card for the Nation and the States: Data From the National and Trial State Assessments. Mullis, Ina V. S., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00597-2) \$20. ERIC # ED369067.

- 1992 *Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12 in 1988 and 1990.* Foertsch, Mary A. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. ERIC # ED341976.

The 1990 Science Report Card. NAEP's Assessment of Fourth, Eighth, and Twelfth Graders. Jones, Lee R., et al. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. GPO (065-000-00490-9) \$11. ERIC # ED342683.

- 1991 *The State of Mathematics Achievement: NAEP's 1990 Assessment of the Nation and the Trial Assessment of the States.* Mullis, Ina V. S., et al. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. ERIC # ED330545.

- 1990 *Learning To Read in Our Nation's Schools: Instruction and Achievement in 1988 at Grades 4, 8, and 12.* Report No. 19-R-02. Langer, Judith A., et al. National Assessment of Educational Progress, Princeton, NJ. ERIC # ED317990.

Learning To Write in Our Nations Schools: Instruction and Achievement in 1988 at Grades 4, 8, and 12. Report No. 19-W-02. Applebee, Arthur N., et al. National Assessment of Educational Progress, Princeton, NJ. ERIC # ED318038.

The Civics Report Card: Trends in Achievement From 1976 to 1988 at Ages 13 and 17 Achievement in 1988 at Grades 4, 8, and 12. Anderson, Lee, et al. National Center for Education Statistics, Office of Educational Research and Improvement, Washington, DC. ERIC # ED315376. (This report card is also a trend report.)

The Geography Learning of High School Seniors. Allen, Russell, et al. National Center for Education Statistics, Office of Educational Research and Improvement, Washington, DC. ERIC # ED313317.

The U.S. History Report Card. The Achievement of Fourth- Eighth- and Twelfth-Grade Students in 1988 and Trends From 1986 to 1988 in the Factual Knowledge of High-School Juniors. Hammack, David C., et al. National Center for Education Statistics, Washington, DC. ERIC # ED315377. (This report card is also a trend report.)

The Writing Report Card, 1984-88: Findings From the Nation's Report Card. Applebee, Arthur N., et al. National Center for Education Statistics, Washington, DC. ERIC # ED315780.

- 1988 *Computer Competence: The First National Assessment.* Martinez, Michael E. and Nancy A. Mead. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. ERIC # ED341375.

Science Learning Matters: An Overview of the Science Report Card. National Assessment of Educational Progress, Princeton, NJ. ERIC # ED406203.

The Mathematics Report Card: Are We Measuring Up? Trends and Achievement Based on the 1986 National Assessment. Dossey, John A., et al. Educational Testing Service, National Assessment of Educational Progress, Princeton NJ. ERIC # ED300206. (This report card is also a trend report.)

The Science Report Card: Elements of Risk and Recovery. Trends and Achievement Based on the 1986 National Assessment. Mullis, Ina V. S. and Lynn B. Jenkins. ERIC # ED300265. (This report card is also a trend report.)

- 1987 *Grammar, Punctuation, and Spelling: Controlling the Conventions of Written English at Ages 9, 13, and 17. The Nation's Report Card.* Applebee, Arthur N., et al. National Assessment of Educational Progress, Princeton, NJ. ERIC # ED282928.

Learning To Be Literate in America: Reading, Writing, and Reasoning. The Nation's Report Card. Applebee, Arthur N., et al. National Assessment of Educational Progress, Princeton, NJ. ERIC # ED281162.

Literature and U.S. History: The Instructional Experience and Factual Knowledge of High School Juniors. The Nation's Report Card. Applebee, Arthur N., et al. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. ERIC # ED347095.

- 1985 *The Reading Report Card. Progress Toward Excellence in Our Schools.* National Assessment of Educational Progress, Princeton, NJ. ERIC # ED264550.

- 1986 *The Writing Report Card: Writing Achievement in American Schools.* Applebee, Arthur N., et al. National Assessment of Educational Progress, Princeton, NJ. ERIC # ED273994.

- 1983 *Citizenship and Social Studies Achievement of Young Americans: 1981-1982 Performance and Changes between 1976 and 1982.* Education Commission of the States, Denver, CO. ERIC # ED236247.

Images of Science. A Summary of Results From the 1981-82 National Assessment in Science. Hueftle, Stacey J., Steven J. Rakow, and Wayne W. Welch. National Science Foundation Grant # SED 8022125 A01 to the Minnesota Research and Evaluation Center.

The Third National Mathematics Assessment: Results, Trends, and Issues. (1981-82 Assessment). National Institute of Education, Washington, DC. ERIC # ED228049. (This report card is also a trend report.)

- 1982 *Reading Comprehension of American Youth: Do They Understand What They Read? Results From the 1979-80 National Assessment of Reading and Literature.* National Center for Education Statistics, Washington, DC. ERIC # ED217396.

- 1981 *Art and Young Americans, 1974-79: Results From the Second National Art Assessment*. National Center for Education Statistics, National Institute of Education, Washington, DC. ERIC # ED212538.
- Music 1971-79: Results From the Second National Music Assessment*. National Center for Education; National Institute of Education, Washington, DC. ERIC # ED210226.
- Reading, Thinking, and Writing: Results From the 1979-80 National Assessment of Reading and Literature*. National Center for Education Statistics, National Institute of Education, Washington, DC. ERIC # ED209641.
- 1980 *Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I-17 Year Olds*. National Center for Education Statistics, Washington, DC. ERIC # ED196042.
- Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II-13 Year Olds*. National Center for Education Statistics, Washington, DC. ERIC # ED196043.
- Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III-9 Year Olds*. National Center for Education Statistics, Washington, DC. ERIC # ED196044.
- 1979 *Attitudes Toward Science: A Summary of Results From the 1976-1977 National Assessment of Science*. Ward, Barbara. Education Commission of the States, Denver, CO. ERIC # ED177017.
- Basic Life Skills*. Technical Report No. 08-BLS-21. Education Commission of the States, Denver, CO. ERIC # ED177170.
- Mathematical Applications: Selected Results From the Second Assessment of Mathematics*. Ward, Barbara. Education Commission of the States, Denver, CO. ERIC # ED176965.
- Mathematical Knowledge and Skills: Selected Results From the Second Assessment of Mathematics*. Kahl, Stuart. Education Commission of the States, Denver, CO. ERIC # ED176964.
- Mathematical Understanding: Selected Results From the Second Assessment of Mathematics*. Kahl, Stuart. Education Commission of the States, Denver, CO. ERIC # ED182174.
- 1978 *Attitudes Toward Art. Selected Results From the First National Assessment of Art*. Education Commission of the States, Denver, CO. ERIC # ED166122.

Basic Life Skills: Results Manual. Package Nos. 12 through 17. National Center for Education Statistics, Washington, DC. ERIC # ED167602.

Changes in Political Knowledge and Attitudes, 1969-1976. Selected Results From the Second National Assessments of Citizenship and Social Studies. Education Commission of the States, Denver, CO. ERIC # ED166123.

Changes in Social Studies Performance, 1972-1976. Selected Results From the Second Assessment of Social Studies. National Center for Education Statistics, Washington, DC. ERIC # ED161791.

Citizenship: An Overview, 1975-1976. Selected Results From the Second Assessment of Citizenship. Report No. 07-C-00. National Center for Education Statistics, Washington, DC. ERIC # ED162957.

Knowledge About Art. Selected Results From the First National Assessment of Art. Education Commission of the States, Denver, CO. ERIC # ED151270.

National Assessment's Consumer Skills Assessment. Education Commission of the States, Denver, CO. ERIC # ED155116.

Science Achievement in the Schools: A Summary of Results From the 1976-1977 National Assessment in Science. Crane, Robert. Education Commission of the States, Denver, CO. ERIC # ED164337.

- 1977 *An Assessment of Career Development: Basic Work Skills.* Career and Occupational Development Report No. 05-COD-02. National Center for Education Statistics, Washington, DC. ERIC # ED135987.

Design and Drawing Skills. Selected Results From the First National Assessment of Art, June 1977. National Center for Education Statistics, Washington, DC. ERIC # ED141249.

Explanatory and Persuasive Letter Writing: Selected Results From the Second National Assessment of Writing. National Center for Education Statistics, Washington, DC. ERIC # ED135006.

Guide for an Assessment of Basic Life Skills. National Center for Education Statistics, Washington, DC. ERIC # ED139819.

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- 1996 *NAEP 1994 Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1994, Mathematics, 1973 to 1994, Reading, 1971 to 1994, Writing, 1984 to 1994.* Campbell, Jay R., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00955-2) \$46. <http://nces.ed.gov/naep>.
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- 1991 *Trends in Academic Progress: Achievement of American Students in Science, 1970-90, Mathematics, 1973-90, Reading, 1971-90, and Writing, 1984-90. Data Summary.* Owen, Eugene H., Comp. Educational Testing Service, National Assessment of Educational Progress, Princeton, NJ. ERIC # ED340751.
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- 1990 *The Civics Report Card: Trends in Achievement From 1976 to 1988 at Ages 13 and 17 Achievement in 1988 at Grades 4, 8, and 12.* Anderson, Lee, et al. National Center for Education Statistics, Office of Educational Research and Improvement, Washington, DC. ERIC # ED315376. (This trend report is also a report card.)
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State Reports

In addition to providing results for the nation, the NAEP program provides a state component. Jurisdictions that choose to participate have a representative sample of their students assessed. State reports, customized for each participating jurisdiction, are intended for state policymakers, state departments of education, and chief state school officers and highlight the results for each jurisdiction. Cross-state data compendia, first produced for the state reading assessments in 1994, are designed for researchers and state testing directors. They serve as reference documents that accompany other reports. The compendia present state-by-state results for the variables discussed in the state reports. NAEP reports are available for jurisdictions participating in each referenced assessment. Reports for states, U.S. territories, and the U.S. Department of Defense can be obtained from the National Library of Education at 1-800-424-1616.

State, U.S. Territory, and U.S. Department of Defense Reports

1997 *NAEP 1996 Science State Reports*. (Revised December 1997) Available on the NCES Web site: <http://nces.ed.gov/naep>.

Alabama	Iowa	New Mexico
Alaska	Kentucky	North Carolina
Arizona	Louisiana	North Dakota
Arkansas	Maine	Oregon
California	Maryland	Rhode Island
Colorado	Massachusetts	South Carolina
Connecticut	Michigan	Tennessee
DDES Domestic	Minnesota	Texas
Delaware	Mississippi	Utah
District of Columbia	Missouri	Vermont
DoDDS International	Montana	Virginia
Florida	Nebraska	Washington
Georgia	Nevada	West Virginia
Guam*	New Hampshire	Wisconsin
Hawaii	New York	Wyoming
Indiana		

* U.S. territory.

1997 *NAEP 1996 Mathematics State Report (Grades 4 and 8); NAEP 1996 Science State Report (Grade 8)*. Available on the NCES Web site: <http://nces.ed.gov/naep>.

Alabama	Iowa	North Carolina
Alaska	Kentucky	North Dakota
Arizona	Louisiana	Oregon
Arkansas	Maine	Pennsylvania
California	Maryland	Rhode Island
Colorado	Massachusetts	South Carolina
Connecticut	Michigan	Tennessee
DDESS**	Minnesota	Texas
Delaware	Mississippi	Utah
District of Columbia	Missouri	Vermont
DoDDS***	Montana	Virginia
Florida	Nebraska	Washington
Georgia	Nevada	West Virginia
Guam*	New Jersey	Wisconsin
Hawaii	New Mexico	Wyoming
Indiana	New York	

1995 *NAEP 1994 Reading State Report (Grade 4)*. Available on the NCES Web site: <http://nces.ed.gov/naep>.

Alabama	Iowa	New York
Arizona	Kentucky	North Carolina
Arkansas	Louisiana	North Dakota
California	Maine	Pennsylvania
Colorado	Maryland	Rhode Island
Connecticut	Massachusetts	South Carolina
Delaware	Michigan	Tennessee
District of Columbia	Minnesota	Texas
DoDEA Overseas****	Mississippi	Utah
Florida	Missouri	Virginia
Georgia	Montana	Washington
Guam*	Nebraska	West Virginia
Hawaii	New Hampshire	Wisconsin
Idaho	New Jersey	Wyoming
Indiana	New Mexico	

* U.S. territory.

** Defense Domestic Dependent Elementary and Secondary schools.

*** Department of Defense Dependents Schools (Grades 4 and 8).

**** Department of Defense Education Activity.

1993 *NAEP 1992 Mathematics State Report (Grade 8). NAEP 1992 Reading State Report (Grades 4 and 8).*

Alabama	Kentucky	North Dakota
Arizona	Louisiana	Ohio
Arkansas	Maine	Oklahoma
California	Maryland	Pennsylvania
Colorado	Massachusetts	Rhode Island
Connecticut	Michigan	South Carolina
Delaware	Minnesota	Tennessee
District of Columbia	Mississippi	Texas
Florida	Missouri	Utah
Georgia	Nebraska	Virgin Islands*
Guam*	New Hampshire	Virginia
Hawaii	New Jersey	West Virginia
Idaho	New Mexico	Wisconsin
Indiana	New York	Wyoming
Iowa	North Carolina	

1991 *NAEP 1990 State of Mathematics Achievement Report (Grade 8).*

Alabama: ERIC # ED330547	Minnesota: ERIC # ED330566
Arizona: ERIC # ED330548	Montana: ERIC # ED330567
Arkansas: ERIC # ED330549	Nebraska: ERIC # ED330568
California: ERIC # ED330550	New Hampshire: ERIC # ED330569
Colorado: ERIC # ED330551	New Jersey: ERIC # ED330570
Connecticut: ERIC # ED330552	New Mexico: ERIC # ED330571
Delaware: ERIC # ED330553	New York: ERIC # ED330572
District of Columbia: ERIC # ED330554	North Carolina: ERIC # ED330573
Florida: ERIC # ED330555	North Dakota: ERIC # ED330574
Georgia: ERIC # ED330556	Ohio: ERIC # ED330575
Guam*: ERIC # ED330585	Oklahoma: ERIC # ED330576
Hawaii: ERIC # ED330557	Oregon: ERIC # ED330577
Idaho: ERIC # ED330558	Pennsylvania: ERIC # ED330578
Illinois: ERIC # ED330559	Rhode Island: ERIC # ED330579
Indiana: ERIC # ED330560	Texas: ERIC # ED330580
Iowa: ERIC # ED330561	Virgin Islands*: ERIC # ED330586
Kentucky: ERIC # ED330562	Virginia: ERIC # ED330581
Louisiana: ERIC # ED330563	West Virginia: ERIC # ED330582
Maryland: ERIC # ED330564	Wisconsin: ERIC # ED330583
Michigan: ERIC # ED330565	Wyoming: ERIC # ED330584

* U.S. territory.

The LEVELS of Mathematics Assessment: Initial Performance Standards for the 1990 NAEP Mathematics Achievement: Volume I, National and State Summaries. National Assessment Governing Board, Washington, DC. Bourque, Mary Lyn and Howard H. Garrison. ERIC # ED342685.

The LEVELS of Mathematics Assessment: Initial Performance Standards for the 1990 NAEP Mathematics Achievement: Volume II, State Results for Released Items. National Assessment Governing Board, Washington, DC. ERIC # ED342686

The LEVELS of Mathematics Assessment: Initial Performance Standards for the 1990 NAEP Mathematics Achievement: Volume III, National and State Summaries. National Assessment Governing Board, Washington, DC. Hambleton, Ronald K. and Mary Lyn Bourque. ERIC # ED342687.

- 1980 *Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.* Education Commission of the States, Denver, CO ERIC # ED198155.

Cross-State Data Compendia

- 1997 *NAEP 1996 Mathematics Cross-State Data Compendium for Grade 4 and Grade 8 Assessment.* Shaughnessy, Catherine A., Jennifer E. Nelson, and Norma A. Norris. NCES # 98-481. <http://nces.ed.gov/naep>

NAEP 1996 Science Cross-State Data Compendium for the Grade 8 Assessment. Keiser, Kellie N., Jennifer E. Nelson, Norma A. Norris, and Stephen Szyszkiewicz. NCES # 98-482. <http://nces.ed.gov/naep>.

- 1995 *Cross-State Data Compendium for the NAEP 1994 Grade 4 Reading Assessment: Findings From the Trial State Assessment in Reading of the National Assessment of Educational Progress.* Miller, Karen E., et al. National Center for Education Statistics, Washington, DC. GPO (065-000-00846-7) \$12. ERIC # ED388963.

- 1994 *Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States.* National Center for Education Statistics, Washington, DC. GPO (065-000-00568-9) \$22. ERIC # ED405200.

Data Compendium for the NAEP 1992 Reading Assessment of the Nation and the States. National Center for Education Statistics, Washington, DC. GPO (065-000-00665-1) \$37. ERIC # ED371344.



Abbreviated Documents

NAEP provides a variety of short publications that highlight significant findings and current topics relevant to NAEP data. These documents include such pieces as *Executive Summaries* (which provide brief synopses of larger), companion reports, and *NAEPFacts* (which summarize the most recent NAEP results in four to six pages). Abbreviated documents usually contain less technical information than other reports and are designed for teachers, parents, school administrators, education associations, and other interested citizens.

Popular Reports

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A First Look

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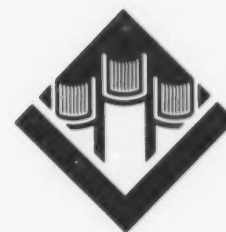
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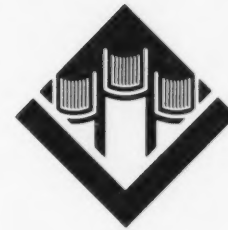
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*F*ocused Reports and Special Studies

Focused reports and special studies examine specific topics related to NAEP. They may extract specific findings from NAEP assessments and explore in-depth questions with broad educational implications, or they may examine an aspect of the assessment design. For example, a focused report may consider how school resources, course offerings, and graduation requirements correlate with achievement. Focused reports and special studies include three general categories. Reports on "Interpreting Assessment Findings" include reports that analyze particular assessment results. Reports listed under "Examining the Assessment" include those that may take a more technical approach, by examining the process of obtaining NAEP results, such as the design or operations. Other focused reports and special studies include those that do not examine results or the technical aspects, but address questions about the general ramifications of the National Assessment, such as the need for and usefulness of NAEP. Focused reports and special studies provide information to educators, policymakers, education associations, content experts, psychometricians, and interested citizens.

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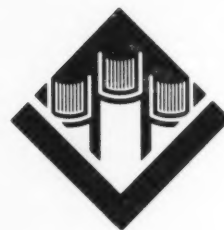
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NAEP Evaluation Studies and Grant Publications

The legislation that governs NAEP mandates that the U.S. Department of Education provide for continuing review of the program. In response to this legislation, NCES funded a contract that established the NAEP Technical Review Panel (TRP). Beginning in 1989 TRP produced a series of studies on specific questions about the validity of interpreting NAEP results. NCES also funded a contract to establish the NAEP Validity Studies (NVS) Panel. The panel released a report discussing the optimization of state NAEP and another analyzing the value of constructed-response items. NVS also examines sampling small populations, the information possibilities of performance questions, and equating error in NAEP. A third panel was commissioned to study the validity of the NAEP state component. Between 1992 and 1996, the National Academy of Education (NAE) Panel on the Evaluation of the NAEP Trial State Assessment Project produced numerous reports that evaluated the validity of the state assessment, and released a capstone report in 1997. This section includes the work done by the three panels.

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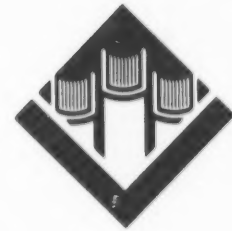
Raising the Stakes of Test Administration: The Impact of Student Performance on NAEP. Kiplinger, Vonda L. and Robert L. Linn. CRESST. ERIC # ED378221

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Subject Area Objectives, Frameworks, and Achievement Levels

Currently, the National Assessment Governing Board (NAGB) develops frameworks for the NAEP assessments, describing the subject matter objectives that will form the basis for individual assessments, on the basis of a consensus on what children should know and be able to do. NAGB also establishes achievement levels—Basic, Proficient, and Advanced. Before NAGB came into existence, NAEP developed subject area objectives, similar in function to the frameworks. However, the subject area objectives did not set achievement levels.

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Subject Areas Assessed by NAEP

Year	NATIONAL NAEP		STATE NAEP	
	Main Assessment	Long-Term Trend		
1998	Civics, Reading, Writing		Reading Writing	Grades 4, 8 Grade 8
1997	Arts (Grade 8)			
1996	Mathematics, Science	Mathematics, Science, Reading, Writing	Mathematics Science	Grades 4, 8 Grade 8*
1994	Geography, U.S. History, Reading	Mathematics, Science, Reading, Writing	Reading	Grade 4
1992	Mathematics, Reading, Writing	Mathematics, Science, Reading, Writing	Mathematics Reading	Grades 4, 8 Grade 4
1990	Mathematics, Science, Reading	Mathematics, Science, Reading, Writing	Mathematics	Grade 8
1988	Civics, Document Literacy, ¹ Geography, ¹ U.S. History, Reading, Writing	Civics Mathematics, Science, Reading, Writing	<i>Since 1994, states have assessed nonpublic schools as well as public schools.</i> <i>*Department of Defense schools were assessed at Grades 4 and 8.</i>	
1986	Computer Competence, U.S. History, ² Literature, ³ Mathematics, Science, Reading	Mathematics, Science, Reading ⁴		
1984	Reading, Writing	Reading, Writing		
1981-82	Mathematics, Science, Citizenship/ Social Studies ⁵	Mathematics, ⁶ Science ⁶		
1979-80	Reading/Literature, Art	Reading ⁷		
1978-79	Art, Music, Writing			
1977-78	Consumer Skills, ⁸ Mathematics	Mathematics ⁹		
1976-77	Basic Life Skills, ⁹ Science	Science ⁹		
1975-76	Citizenship/Social Studies, Mathematics ¹	Citizenship/Social Studies ¹		
1974-75	Art, Index of Basic Skills, Reading	Reading ¹		
1973-74	Career and Occupational Development, Writing			
1972-73	Mathematics, Science	Mathematics, Science ¹		
1971-72	Music, Social Studies			
1970-71	Literature, Reading	Reading ¹		
1969-70	Citizenship, Science, Writing	Science ¹		

¹Explanation of format for Year column: Before 1984, the main NAEP assessments were administered in the fall of one year through the spring of the next. Beginning with 1984, the main NAEP was administered after the new year in the winter, although the assessments to measure long-term trend continued with their traditional administration in fall, winter, and spring. Because the main assessment is the largest component of NAEP, beginning with 1984 we have listed its administration year rather than the two years over which trend continued to be administered. Note also that the state component is administered at essentially the same time as the main NAEP.

²This was a small, special-interest assessment administered to limited national samples at specific grades or ages and was not part of a main assessment. Note that this chart includes only assessments administered to in-school samples; not shown are several special NAEP assessments of adults.

³This assessment appears in reports as part of long-term trend. Note that the Civics assessment in 1988 is the third point in trend with Citizenship/Social Studies in 1981-82 and in 1975-76. There are no points on the trend line for Writing before 1984.

⁴The 1986 long-term trend Reading assessment is not included on the trend line in reports because the results for this assessment were unusual. Further information on this reading anomaly is available in Beaton and Zwick (1990).

⁵State assessments in 1990-94 were referred to as Trial State Assessments (TSAs).

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